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ABSTRACT

This ethnographic case study examines the language socialization experiences of Hari, a Punjabi-speaking English language learner integrated into a mainstream kindergarten classroom in an urban area of British Columbia, Canada. The book begins by discussing theory and literature (e.g., mainstream second language acquisition research, language as dialogue, learning as social, identity, and ethnographic research). It describes the study, which used sociocultural and critical/poststructural theoretical perspectives to explore the intimate connection between learning, identity, and social membership in Hari's learning path. The book analyzes Hari's interactions and relationships with his classmates over the school year and shows the critical role those relationships played in the identities he could negotiate and the kinds of access, participation, and opportunities for language learning he could have. It also examines Hari's interactions and relationship with his teacher, exploring the role of identification and unconscious desires in learning using critical psychoanalytic perspectives. The book highlights the political and affective dynamics of classroom relationships and their unconscious and conscious dimensions. It closes with implications for research and classrooms related to these areas. An appendix presents transcription conventions. (Contains approximately 250 references.) (SM)

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